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Ontario

Ministry
of
Education


Hon. Thomas L. Wells
Minister

Government
Publications

Calendar of the
ONTARIO
TEACHER
EDUCATION
COLLEGE

1978 - 1979

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Calendar of the Ontario Teacher Education College

with campuses at Hamilton and Toronto

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A Message from the Minister of Education

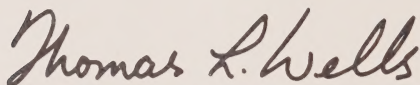


The Ontario Teacher Education College was formed in 1974 through the amalgamation of the Hamilton and the Toronto Teachers' colleges. It is the only teacher education institution in Ontario that is under the direct jurisdiction of the Ministry of Education. Other institutions in the province (ten in number) are under the jurisdiction of the universities to which they were integrated.

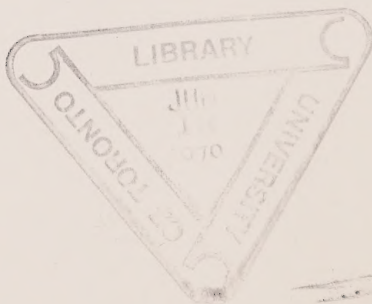
All successful graduates of teacher education programs, both at OTEC and at the universities, are eligible to receive Ministry of Education teaching certificates, as well as appropriate recognition from the institution concerned. Graduates of OTEC are awarded a Bachelor of Education degree.

The emphasis in the program at both campuses of OTEC is on the practical side of teaching, although theory is given appropriate attention. While the traditional approaches to teacher education are not being abandoned, OTEC is committed to purposeful innovation. The students are expected to play a positive role in the evaluation of the program. All the changes that have been made to date – as well as those under consideration – have the same basic intent: to make teacher education more meaningful and more relevant for young people entering the teaching profession.

My best wishes to the candidates and staff of OTEC for 1978-79.



Hon. Thomas L. Wells
Minister of Education



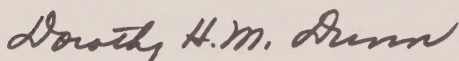
A Message to Prospective Teachers

Teaching is a stimulating and personally rewarding profession. It requires highly specialized skills but, more important, it requires deep concern for the development of every young person to the limits of his potentiality.

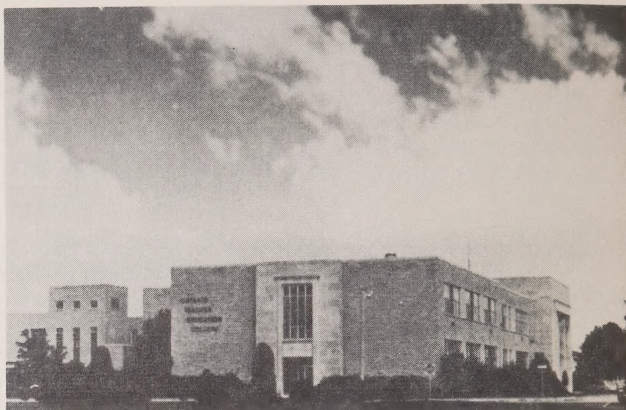
The programs offered at the Ontario Teacher Education College have been planned to help you acquire some of the skills needed to work with students in the Primary, Junior, and Intermediate divisions. I know that you will encounter dedicated and experienced staff at both the Hamilton and Toronto campuses. You will also be greatly assisted by outstanding associate teachers in the schools where practice teaching is carried out.

In one year of teacher education only the basics of teaching can be acquired. Professional development is a lifelong process that must continue throughout your career. Many opportunities for in-service training are provided under the auspices of OTEC, the faculties and schools of education at universities, the Ontario Teachers' Federation, the Ministry of Education, and other agencies in the province.

Your year at OTEC will be a demanding but satisfying beginning to your chosen career in the service of young people.



Dorothy H. M. Dunn, Director
Teacher Education Branch



Staff

Administrative

George R. Podrebarac, B.A.,
M.Ed., Principal
Arthur Lodge, B.A., B.P.H.E.,
M.Ed., Vice-Principal
Norman J. Thomson, B.A.,
M.S., Co-ordinator of
Student Services

Secretarial

Norma German, Office
Manager
Teresa J. Court
Carol L. Bullock
Bette A. Moore

Library

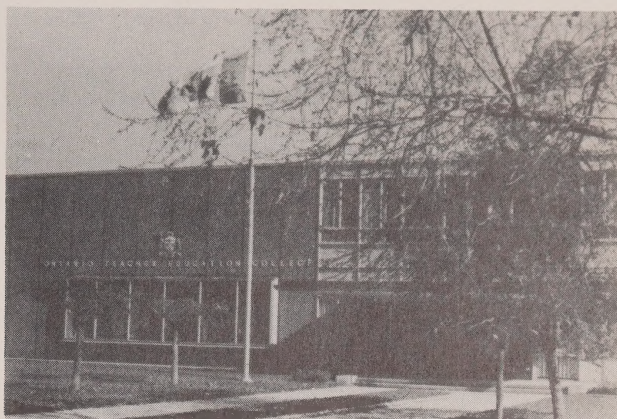
Marjorie E. Fleming, B.Sc.,
B.Ed., Head Librarian
B. J. Chadwick, B.A., M.L.S.,
R.N., Assistant Librarian
Barbara Ross
Lynn Warren

Communications Media

Brian J. S. Taylor, B.A.

Instructional

Hilda D. Borman, B.A.,
M.Ed., L.R.S.M.
Richard W. Coburn, B.A.,
M.Ed.
Marion Eby, B.A., A.R.C.T.
W. Donald Gilmar, B.A., M.Ed.
Valerie-Dawn Girhiny, B.A.,
B.P.E., M.R.E.
James W. Hawkins, B.A.,
M.Ed.
James Irwin, B.A., M.Ed.
Douglas Laister, B.A., B.Ed.
William P. Lipischak, B.A.,
M.Ed.
M. Bette Marsh, M.A.
Gordon E. Matthews, M.A.,
M.Ed.
Robert E. Mitchell, B.A., M.Ed.
Abel Nightingale, B.A.,
M.Ed., M.S.
E. Jasper Pierce, B.A., M.S.
Jerry G. Ponikvar, B.A., M.Ed.
Robert A. Shackelton, B.A.,
M.Ed.
Ronald K. Side, B.A., M.Ed.,
A.R.C.T.
Fred J. Sneath, B.A.
Mary D. Willard, B.A.
Larry E. Woods, B.A., M.Ed.
Stephen H. Zerebny, B.A.,
B.Ed., M.Sc.



Staff

Administrative

John Bain, B.A., B.Ed.,
Principal
George J. Bradshaw, B.A.,
Vice-Principal
William J. Holtham, B.A.,
M.Ed., Vice-Principal

Secretarial

Eileen Johnston, Office
Manager
Gladys Cheop
Josefina del Rosario
Margaret Heughan
Marjorie McFarland
Antonio Manguiat
Tina Perron

Library

Ronald Wood, B.A., B.L.S.
Catherine Dingman, M.L.S.
William Hargrove
Luba Smith
Shirley Spalding

Media

Donald Longwell, B.A.
Murray Seymour
Maynard Sitchon

Instructional

Wayne Barrett, B.A., M.Ed.
Robert Barton, B.A.
Stanley R. Beisel, B.A., M.Ed.
Kathleen A. Bennett, B.A.,
M.Ed., A.R.C.T.
William E. Bingham, B.A.
Edward Brophy, B.A., M.Ed.
Carole M. Calder, B.A.
Hectorine Cloutier, B.A.,
B.Paed., M.A.
Constance M. Dubois, B.A.
John Eacott, B.A., M.Ed.
Ian D. Fraser, B.A., M.Ed.,
A.T.C.L.
D. Constance Fuller, B.A.,
M.Ed.
R. George Gaynor, B.A., M.Ed.
David Gibb, B.A., M.Ed.
Ralph I. Greene, B.A., M.Ed.,
Ed.D.
John R. Harrison, B.A., M.Ed.
Patricia J. Hughes, B.A., M.Ed.
Alan Kingstone, B.A.,
B.P.H.E., M.Ed.
Jack F. Laforet, B.A., M.Ed.
Donald Longwell, B.A.
Murray McDonald, B.A., M.Ed.
Kenneth McKay, B.A., M.Ed.
David McKee, B.A., M.Ed.
Lorne R. MacKenzie, B.A.,
M.Ed.

(OTEC staff, Toronto)

Charles A. Manahan, B.A., M.Ed.	John Trachuk, B.A., M.Ed.
Fleur Marsden, B.A., M.Ed.	R. Joanne Turner, B.A., M.Ed., A.R.C.T., A.W.C.M., A.A.C.M., Mus.G.(Paed.)
Frederick W. Milner, B.A.	Victor F. Vierin, B.A., M.Ed.
Anne G. Moore, B.A., Reg.N., B.Sc.N.	James R. Waligun, B.A., M.Ed.
William J. Nelson, B.A., B.Ed.	Eric H. Wiley, B.A., M.Ed.
Carole Olsen, B.A., M.Ed.	Russell M. Woods, B.A., M.Ed.
Wilhemine Pauli, B.A., M.A.	Gerald Zwaigen, B.A.
William J. A. Phillips, B.A., M.Ed.	
Terry W. Sando, B.A., M.Ed., M.Sc.	
Albert Stahlke, B.A., M.Ed.	
J. Douglas Staples, B.A., F.T.C.L., A.T.C.M.	

Teacher Education Branch

Director
D. H. M. Dunn

Education Officers
L. A. Bradley
G. A. Kaye
W. G. Mitchell
R. G. Sheridan

Administrative Assistant
T. A. Lee

Ministry of Education
17th floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Note: The pronouns *he* and *his* are used generically in this document, and are intended to refer to and include students (or teachers or principals, where appropriate) of both sexes.

Term Dates

The first term begins on September 12, 1978 and ends on December 22, 1978.

The second term begins on January 3, 1979 and ends on April 27, 1979.

Final examinations take place from April 30 to May 4, 1979.

Fees

The tuition fee at OTEC will be the same as that established for Teacher Education programs offered at Ontario universities. The tuition fee for 1978-79 will be \$685.00 payable as follows:

- a) a registration fee of \$25.00 to be submitted with a letter of confirmation within 21 days of the granting of admission by the College;
- b) an instalment of \$320.00 on or before September 12, 1978;
- c) a final instalment of \$340.00 on or before January 12, 1979.

Fees are to be paid by cheque or money order made payable to the Treasurer of Ontario.

The registration portion of the tuition fee is not refundable.

Admission

Conditions and Procedures

Admission to the Ontario Teacher Education College may be granted to an applicant who holds a degree in arts or science from an Ontario university or a degree considered equivalent, who is free from active tuberculosis, and who is a Canadian citizen or holds landed immigrant status.

To support the foregoing qualifications the following documents are required with the application:

- a) an official academic transcript bearing the seal of the university, the signature of the registrar, and the date on which the degree was conferred, or a degree diploma (see also Provisional Admission); for those candidates graduating in May or June 1978, an official transcript showing at least two completed years of university study is required;
- b) proof that the applicant is free from active tuberculosis (the date of the test or X-ray must be subsequent to September 1, 1977);
- c) a birth or baptismal certificate or other acceptable proof of place and date of birth;
- d) for applicants born outside of Canada, proof of Canadian citizenship or landed immigrant status;
- e) a certificate of marriage for the candidate who wishes to be registered and certificated in her married name.

In all cases, *original documents* are required. Except for the university transcript, these will be photocopied and returned to the candidate.

Applications are to be submitted to the OTEC Campus of the applicant's choice, as outlined on the application form, on or before March 31, 1978. Applications received after this date will be considered only if the maximum enrolment has not been reached at that time.

Personal interviews and other selection criteria will be employed as a part of the admission process for all applicants. Appointments will be scheduled by the College.

It should be noted that preference will be given to those applicants whose qualifications facilitate their expertise in the following areas of study: French as a Second Language; English as a Second Language; Special Education; and Music.

In consideration of the rising numbers of elementary school children whose first language is other than English and, accordingly, the increasing diversity of the linguistic and cultural heritage within the school population, applicants should understand that the concept of multiculturalism will be a constantly pervasive element throughout all facets of the preservice teacher education program.

An applicant whose native tongue is other than English, however, is required to demonstrate sufficient fluency in English for effective classroom teaching in the basic language of instruction.

Except as noted under Provisional Admission, applications that do not include all necessary documentation will be returned intact to the applicant.

Successful applicants will be notified as soon as possible after May 1, 1978.

Provisional Admission

Provisional admission may be granted those applicants graduating in May or June contingent upon their providing, prior to July 14, 1978, proof of a completed degree.

If space permits, an applicant who plans to complete a degree through summer study may also be granted provisional admission. Such an applicant must submit, with the application, an up-to-date transcript together with a statement from the university that the successful completion of the summer program will complete the requirements for the degree.

The provisional status will be removed when the candidate furnishes to the principal proof that he holds a degree.

Financial Aid

A student planning to attend the College may apply for financial assistance under the Province of Ontario Student Aid Program. Application forms may be obtained from the Ontario Teacher Education College in Toronto or Hamilton.

Evaluation

To obtain the Bachelor of Education degree (B.Ed.) and to qualify for a teacher's certificate, a candidate must obtain pass standing in practice teaching and be recommended or pass the final examinations in Foundations of Education and in Curriculum.

Appeals

Provided that he has obtained pass standing in practice teaching, a candidate who has failed one or more of the examination papers may have his case reconsidered if, within two weeks after the announcement of the results, the candidate lodges an appeal with the Deputy Minister of Education. The appeal, accompanied by a fee of \$2 per paper appealed payable to the Treasurer of Ontario, must be mailed to:

Ministry of Education, Ontario,
P.O. Box 560
Postal Station F
Toronto
M4Y 1T0

The fee will be returned to the candidate if the appeal is upheld.

Supplemental Examinations

A candidate who fails in not more than two of the final examination subjects and who obtains pass standing in practice teaching may write supplemental examinations in August 1979 on the dates and at the hours set by the College.

Programs and Courses

General Information

The Bachelor of Education degree program leads to the Interim Elementary School Teacher's Certificate, Standard 4, valid for teaching in the Primary, Junior, and Intermediate divisions of the publicly supported schools of Ontario.

The Elementary School Teacher's Certificate Program

There are three elements in the program — practicum, foundations of education, and curriculum.

Practicum

Provision is made for at least nine weeks of practice teaching (consisting of sessions of varying length) during the period between October and April. Students in seminar groupings are assigned to a designated "family" of schools within the area adjacent to each OTEC campus and carry out their field experiences under the supervision of OTEC staff advisers.

Provision is also made for candidates to act as teacher-assistants early in the fall term for a predetermined number of days. This type of field experience, established on an informal non-evaluative basis, is intended to contribute to the personal growth and confidence of student teachers, to provide them with a foundation for teaching, and to enable them to function with greater ease in regular practice-teaching sessions.

Foundations

The Foundations program involves philosophy, psychology, and sociology – the three disciplines that provide a basis for the formulation and evaluation of educational theories and practice. These studies are designed to provide the student with the theoretical knowledge and the intellectual stimulation that distinguish the “teacher as an educator” from the “teacher as a technician”.

The program includes:

- **Philosophy in Education**

A study of educational problems aimed at encouraging the candidate to think critically about contemporary educational theories and issues.

- **Psychology in Education**

A survey of psychology as it applies to education, with particular emphasis on the learning patterns of the child in the school environment.

- **Sociology in Education**

A survey of educational topics that relates to the sociological growth of children, establishing a classroom community, and studies of the social, economic, and legal factors affecting education and its administration in Ontario

Curriculum

The section of the program relating to curriculum is divided into two sections:

A. Curriculum Methods

In the part of the program dealing with teaching methods students are exposed to a variety of approaches that are suitable for classroom use: those that direct children's learning, such as skill formation; those that guide children's learning, such as inquiry; and those designed to initiate new thought patterns, such as appreciation and creative experiences.

The program is conducted in a variety of practical situations, and includes micro-teaching, small group workshops, seminars, and analyses of films and videotapes.

B. Curriculum Development

This part of the program deals with the aims, scope, content, and sequence of the curriculum for the Primary, Junior, and Intermediate divisions within multidisciplinary and interdisciplinary concepts. Current approaches to the curriculum and its implementation are covered for the following:

- Communications

Studies designed to prepare the beginning teacher in the areas of communication as evidenced in the Mathematics and English-language subjects of the curriculum.

- The Arts

Broad conceptual bases for education through Music, Physical Education, the Visual Arts and Drama are developed for the various divisions of the curriculum.

- Environmental Studies

Studies in Social Studies, History and Geography, Science and Health are designed to enable the beginning teacher to gain experience and confidence in many different environments and school levels.

Areas of Concentration

Although students are required to concentrate in two consecutive divisions, that is, Primary and Junior or Junior and Intermediate, they must have some experience in all three divisions, since the Elementary School Teacher's Certificate, Standard 4, is a general certificate that qualifies the teacher to teach in all three divisions.

The Supplementary Certificate Program

Students should note that:

- a supplementary certificate program entails hours of work additional to the requirements of the regular program; and
- the granting of a supplementary certificate is contingent upon the student's successful accomplishment of the Interim Elementary School Teacher's Certificate, Standard 4.

The French Program

A study in methodology is designed to prepare a qualified candidate as a teacher of French as a Second Language for the Core Program in the elementary schools.

An eligible candidate must hold a minimum academic qualification of second class honours in French or Français at the Grade 13 level, be orally fluent in the French language, and obtain acceptable standing on oral and written examinations held at the College.

The program includes lectures and seminars in methodology, demonstrations of various techniques and types of lessons, practice teaching with peers and in classroom situations, a study of commercially available textual material, practice in the use of audio-visual equipment, and the development of material for use in the French classroom.

Successful completion of this course leads to the Certificate as Teacher of French as a Second Language, Part I.

As well, selected candidates will be offered:

- a component of Social Studies in French as a preparation for the integration of French into another curriculum subject at all levels (Extended Program); and
- a component of Language Arts in French as a preparation for Immersion classes at the Primary level (Immersion Program).

The Special Music Program

This is an in-depth course designed to prepare the musically experienced student to teach classroom music, and to assume additional music responsibilities in an elementary school by assisting other teachers and conducting choirs, thus beginning a career as a music specialist.

An eligible candidate must:

- a) hold qualifications in Music at the Grade 8 level in Instrumental or Vocal Music and at the Grade 2 level in Theory or standing in Grade 13 examinations;
- b) be successful at an examination in sight singing and ear tests administered by the College; and
- c) for the candidate who does not possess standing in Grade 2 theory, be successful at an examination in written musical theory administered by the College.

Note: A student with musical experience equivalent to (a) may be admitted to the course at the discretion of the instructor.

In addition to the regular content of the program, areas of in-depth study include: music appreciation; conducting; theory; sight singing; methods and practice teaching; songs and choral work.

Successful completion of this course leads to an Elementary Certificate in Vocal Music, Type B.

The Special Education Program

This is a preliminary study designed to introduce the teacher-in-training to the broad spectrum of education for the exceptional child. It surveys the various dimensions of education for exceptional children including the legal, psychological, medical, educational, and social aspects. The identification of exceptional students is considered, and areas of commonality and of instructional approaches in the education of these students are studied.

An eligible candidate is required to hold a university degree with a minimum of three full courses in Psychology including a course in each of Child Development and Learning Theory and documented field experience, preferably in a Special Education setting.

Before final approval for admission to the course may be granted, an applicant is required to have a personal interview with a member of the College staff in Special Education.

Successful completion of this course leads to an Elementary Certificate in Special Education.

The Program in Teaching English as a Second Language

This is an introductory study of the unique cultural and linguistic heritage of the immigrant child and adolescent whose mother tongue is not English. Its purpose is to acquaint the teacher-in-training with the distinctive cultural and linguistic background of immigrant parents and the expectations and concerns they have regarding their children, and to familiarize the teacher-in-training with major approaches, issues, and problems associated with the teaching of English as a second language.

An eligible candidate is required to hold a university degree, preferably with a major concentration in either Psychology, Sociology, or Linguistics, *or* a minimum of three courses from among the three disciplines noted; *and* documented field experience related to the teaching/learning of English as a second language. Multi-language facility may be considered an asset.

Before final approval for admission to the course may be granted, an applicant is required to have a personal interview with a member of the College staff in TESL.

Successful completion of this course leads to the Certificate in Teaching English as a Second Language, Part 1.

Note: A more detailed description of the OTEC programs offered at each of the Hamilton and Toronto campuses is available upon request.

